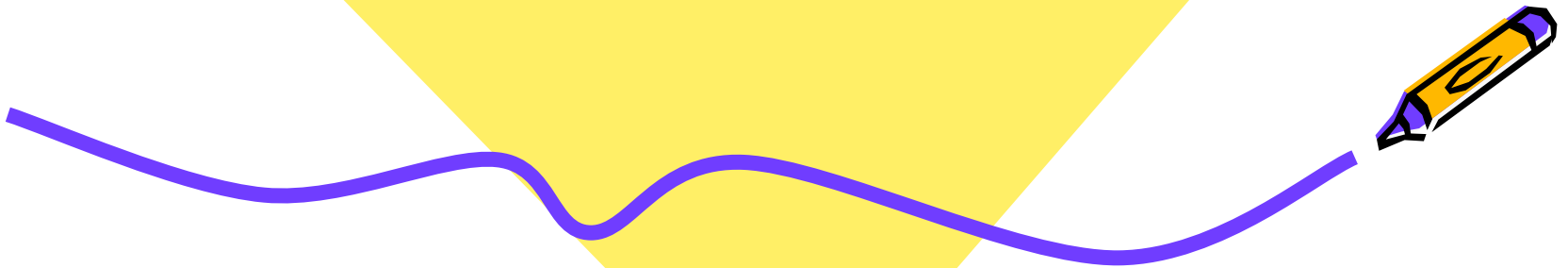


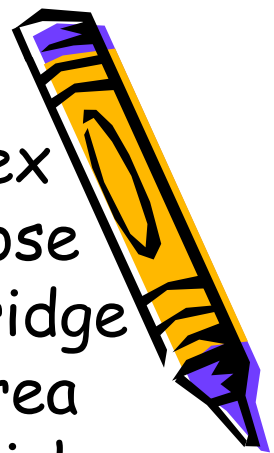


# Integrating Language and Content

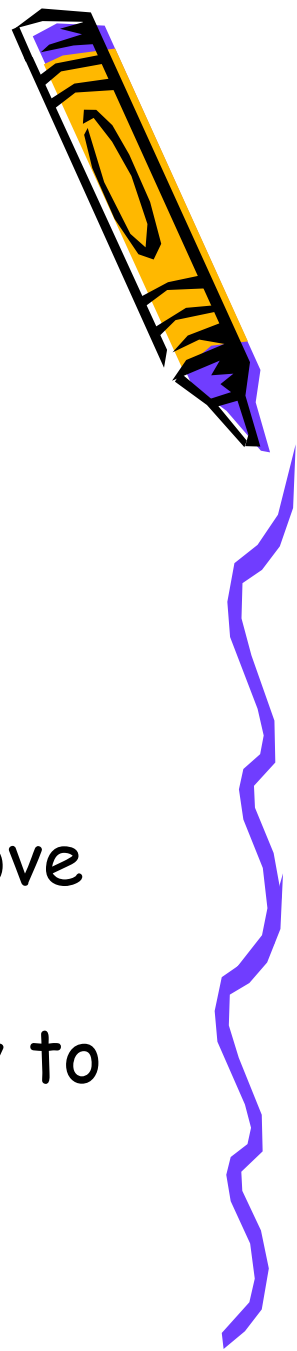
Dr. Kristen Pennycuff Trent



English and literacy development are complex processes, particularly as they relate to those whose native language is not English. The bridge from English language literacy to content area literacy is academic English. Academic English is narrowly defined as the language of a particular discipline. In addition to developing literacy skills, English language learners (ELLs) must acquire content knowledge and content area literacy. The task is further complicated by the fact that each content area has its own set of terminology/vocabulary, writing conventions, and critical thinking skills that must be acquired if the learner is to become fully proficient in English (Echevarria and Short, 2002, 2007).



# Review of Krashen's Theories of L2



- L2 is easier when conditions are similar to those present in L1
  - When the focus of instruction is on meaning rather than form
  - When language input is at or just above proficiency level of the learner ( $i+1$ )
  - When there is sufficient opportunity to engage in meaningful use of language that is in a relatively anxiety free environment



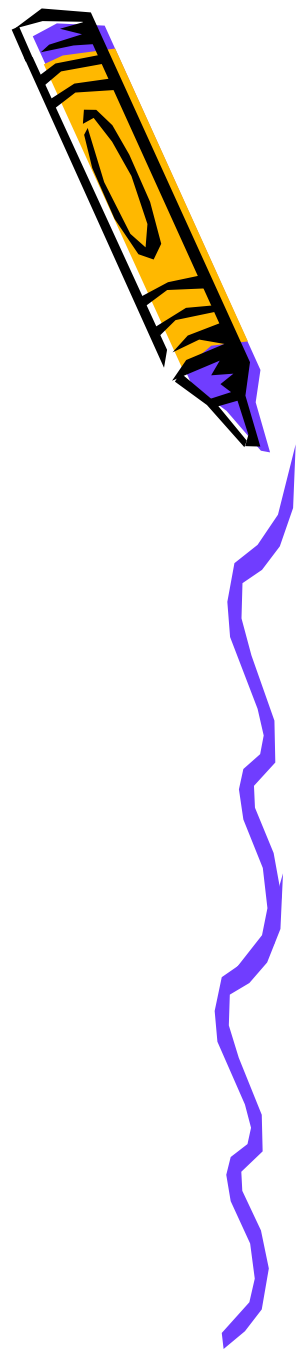
# Integrating Language and Content



- The regular curriculum is taught through L2.
  - L2 developed at the same time as the subject matter content
  - Primary focus is academic instruction, but language development occurs bc teachers are cognizant of the advantages of integrating both academic content and language



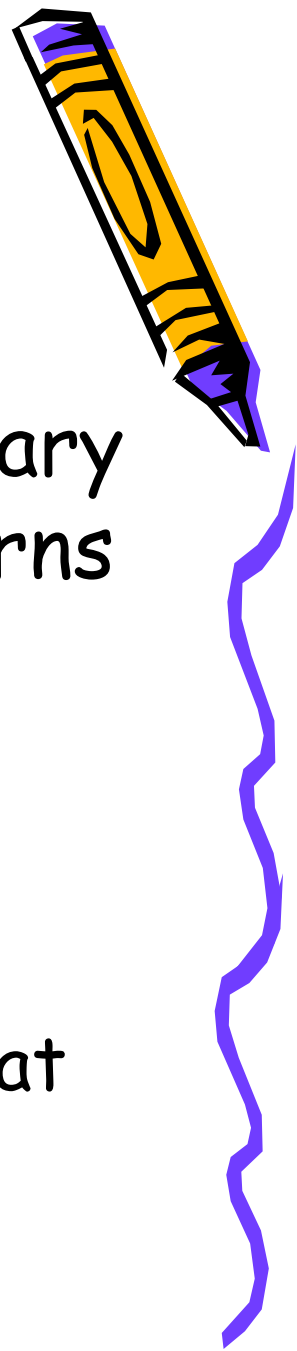
# Benefits of Integrating Language and Content



- Method is more effective than teaching language in isolation
  - L2 not required pre-requisite for academic development
  - Acquisition results from using L2 to perform authentic tasks



# Benefits of Integrating Language and Content

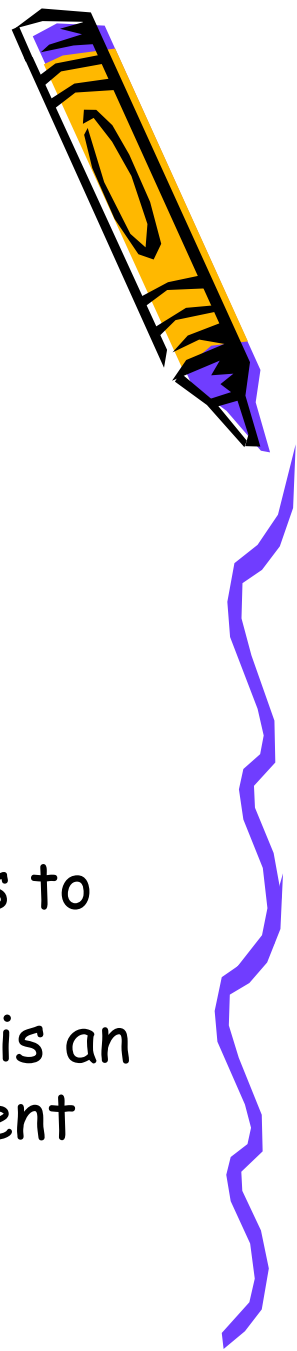


- Ss are able to acquire new vocabulary and language structures and patterns as they are immersed in important and interesting academic content.
  - interact in meaningful communicative contexts.
  - acquire language at the same time that they acquire scientific knowledge or historical perspectives.



# Benefits of Integrating Language and Content

- Addresses the relationship between language and other aspects of human development.
  - Language, cognition, and social awareness develop concurrently in young children.
  - Integrated new language instruction seeks to keep these components of development together so that new language acquisition is an integral part of social-cognitive development in school settings.



# Benefits of Integrating Language and Content

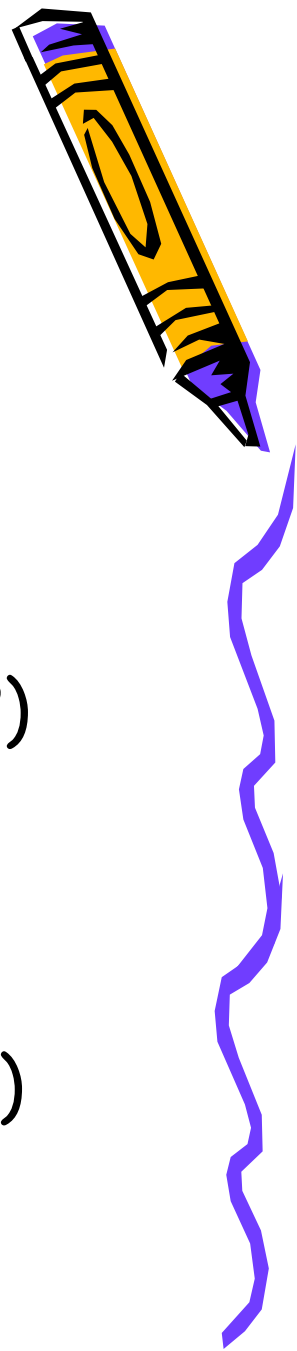


- Knowing how to use language in one social context or academic domain does not necessarily mean knowing how to use it in others.
  - The way we use language in math is different from how we use it in science.
  - Teachers must identify language concepts that are tied to the subject matter content.
  - They must also provide opportunities for oral language practice, developing background knowledge, and content-related vocabulary.





# Models of Integrated Approaches



- Experiential Learning
- Content Based Language Learning
- Sheltered English (Specially Designed Academic Instruction in English: SDAIE)
- The Sheltered Instruction Observation Protocol (SIOP) Method
- Language Experience Approach (LEA)



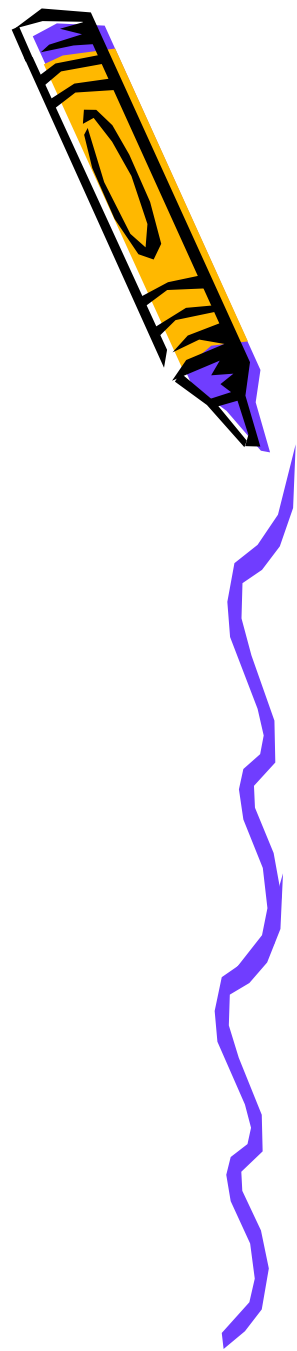
# Models of Integrated Approaches: Experiential Learning



- “the process whereby action is linked to knowledge creation”
  - Activity
  - Reflection
  - Application
- Impacted by
  - the reality of the experience or the relevance to the student,
  - the level of risk and uncertainty (how meaningful it is to the student), and
  - student reflection, which derives the acquisition of knowledge from the experience.



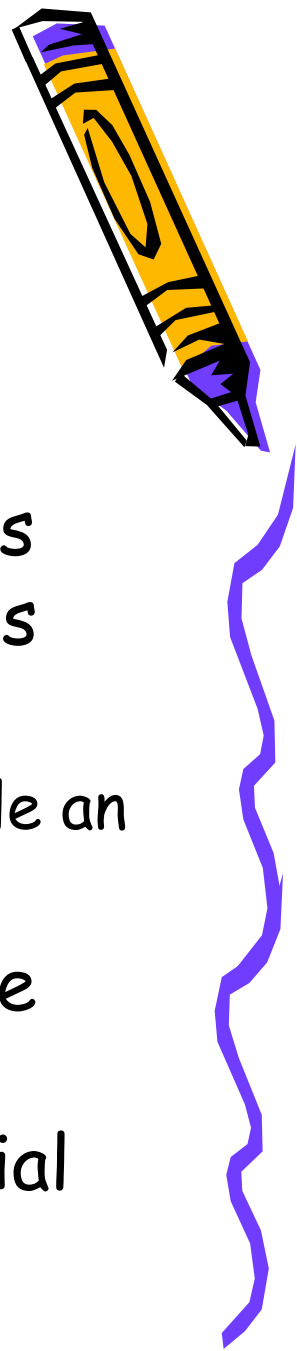
# Models of Integrated Approaches: Experiential Learning



- Can be difficult to implement in a regular classroom
  - Learning by living
  - Field trips
  - Service learning



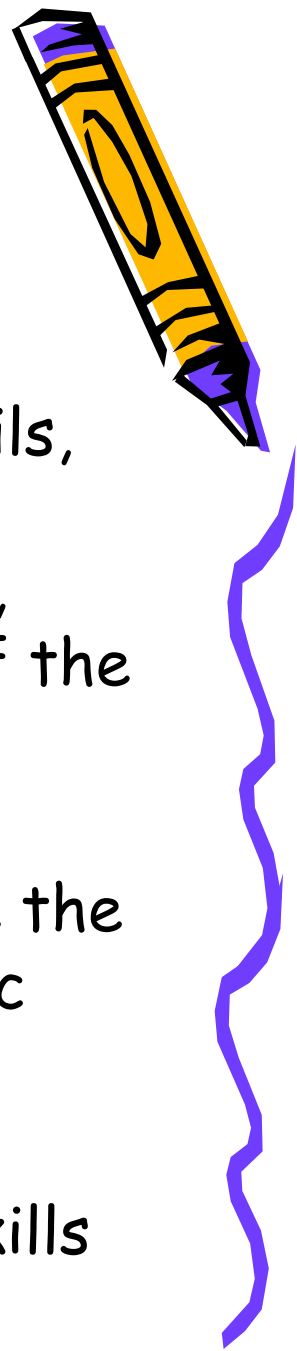
# Models of Integrated Approaches: Content Based Language Learning



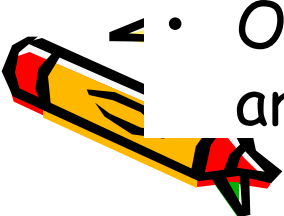
- Teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as vehicles for developing language.
  - The emphasis is on developing language while an academic subject area is employed.
- Language development takes precedence over the academic subject content, although the acquisition of science, social studies, and/or mathematics subject content takes place simultaneously.



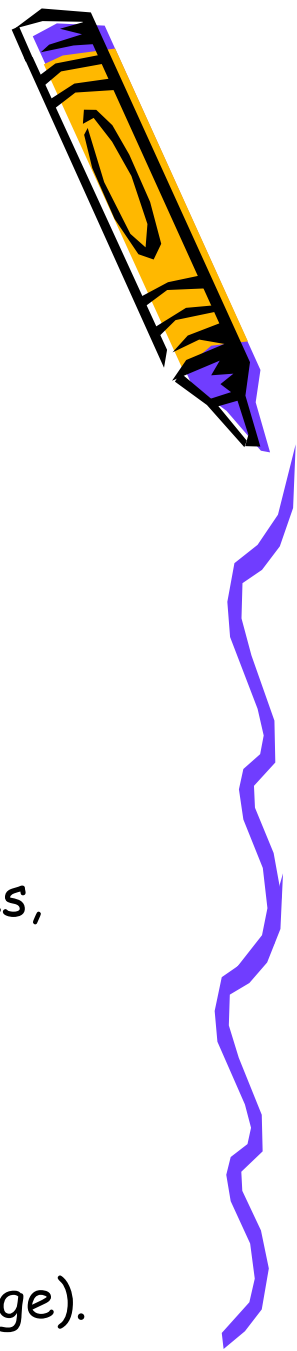
# Models of Integrated Approaches: Content Based Language Learning



- Language arts skills such as listening for details, or oral reporting and comparing/contrasting and/or organizing information by using charts, diagrams, or tables are developed by means of the subject matter content.
- New vocabulary is acquired, and language interference problems are addressed because the input is chosen deliberately from the academic textual material to provide the appropriate context for this to happen.
- Oral language as well as reading and writing skills are emphasized in this type of approach.



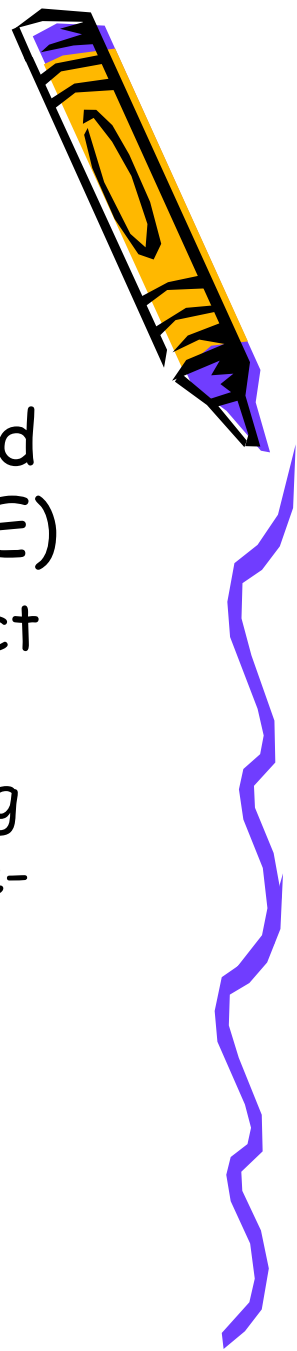
# Models of Integrated Approaches: Content Based Language Learning



- Essential strategies
  - parentese/caregiver speech
    - (slowing down, rephrasing, repeating, simplifying language),
  - making input comprehensible
    - (through use of concrete objects, realia, pictures, demonstration, gesturing, use of charts, graphs, diagrams),
  - organizing instruction from simple to complex, and scaffolding
    - (building on prior knowledge, connecting knowledge).



# Models of Integrated Approaches: SDAIE



- Sheltered English, or Specially Designed Academic Instruction in English (SDAIE)
  - English language learners are taught subject matter content entirely in English.
  - Students develop language skills while being engaged in cognitively demanding and grade-level appropriate material. Teachers must employ second/new language acquisition techniques to ensure comprehension.



# Models of Integrated Approaches: SDAIE

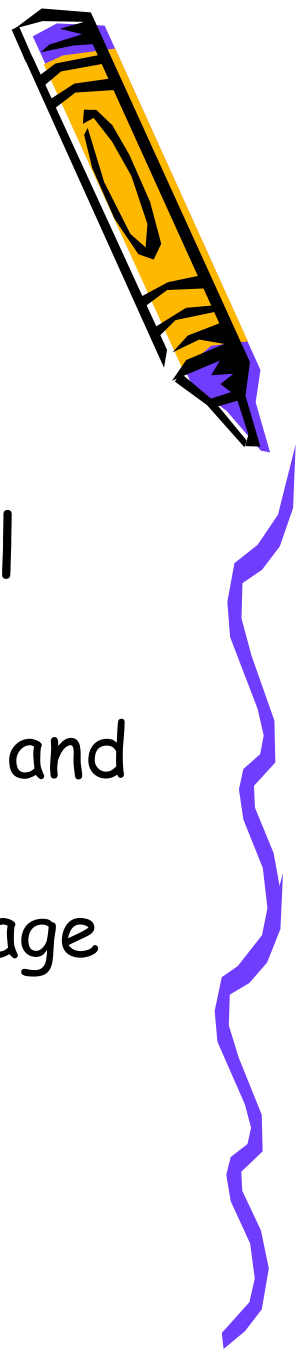


- Sheltered English, or Specially Designed Academic Instruction in English (SDAIE)
- The name "sheltered English" is given because the teachers use sheltering techniques such as
  - simplifying the language employed,
  - adapting the textual material, and
  - introducing and reinforcing new vocabulary throughout the units of instruction.





# Models of Integrated Approaches: SIOP



- The Sheltered Instruction Observation Protocol (SIOP) Model
  - Set of eight specific lesson features that, when implemented consistently and to a high degree, lead to improved academic outcomes for English language learners.



# The Sheltered Instruction Observation Protocol (SIOP) Model



## 1. Lesson preparation

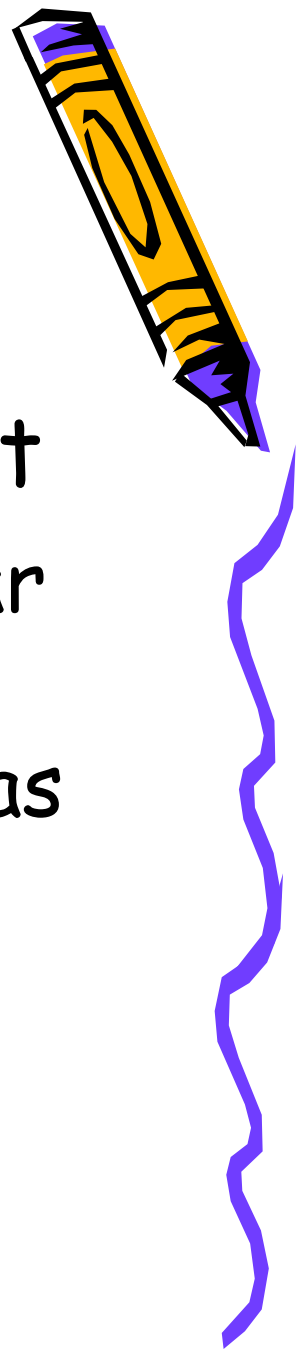
- requires that teachers identify language as well as content objectives

## 2. Building background

- requires that the teachers link to the lesson what the ELLs bring to the lesson from their own previous experiences.
- At the same time, the teachers must develop the necessary vocabulary using ESOL strategies to make the lesson/concepts comprehensible.



# The Sheltered Instruction Observation Protocol (SIOP) Model

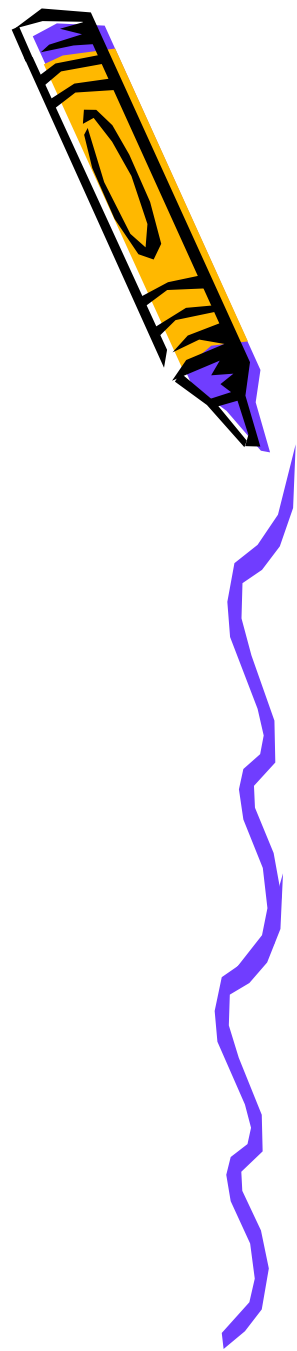


## 3. Providing comprehensible input

- This component must be familiar to the readers and includes effective ESL strategies such as use of
  - visuals,
  - gesturing,
  - adapting content,
  - use of motherese/parentese, etc.



# The Sheltered Instruction Observation Protocol (SIOP) Model

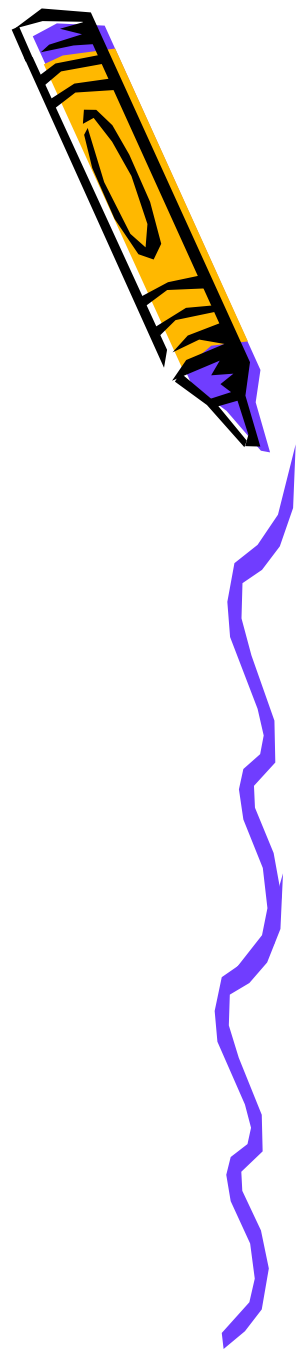


## 4. Strategies

- refers to teaching the ELLs those techniques that would help them acquire knowledge, such as
  - identifying main ideas,
  - re-reading,
  - highlighting important passages,
  - taking notes,
  - summarizing,
  - outlining, etc.



# The Sheltered Instruction Observation Protocol (SIOP) Model



5. Practice and 6. Application of the new vocabulary and concepts.

- These components are crucial for academic success.
- Students not only need numerous opportunities to practice the new knowledge, but they must also have opportunities to apply the new knowledge.



# The Sheltered Instruction Observation Protocol (SLOP) Model

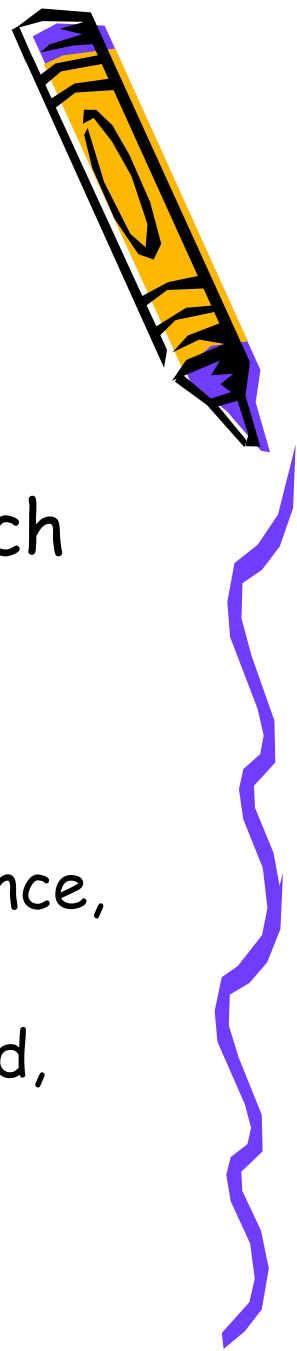


The last two components are 7. Review and 8. Assessment.

- Reviewing the major points of the lesson and assessing the knowledge are effective ways to end lessons in general as well as when employing the SLOP model.



# Models of Integrated Approaches: LEA



- Ss develop their own reading materials, which the teacher later employs to teach reading skills.
  - The teacher becomes a facilitator of knowledge.
  - Students are engaged in a common experience, and afterward they dictate a story.
  - The teacher records the story on the board, experience chart paper, or a transparency.



# Models of Integrated Approaches: LEA

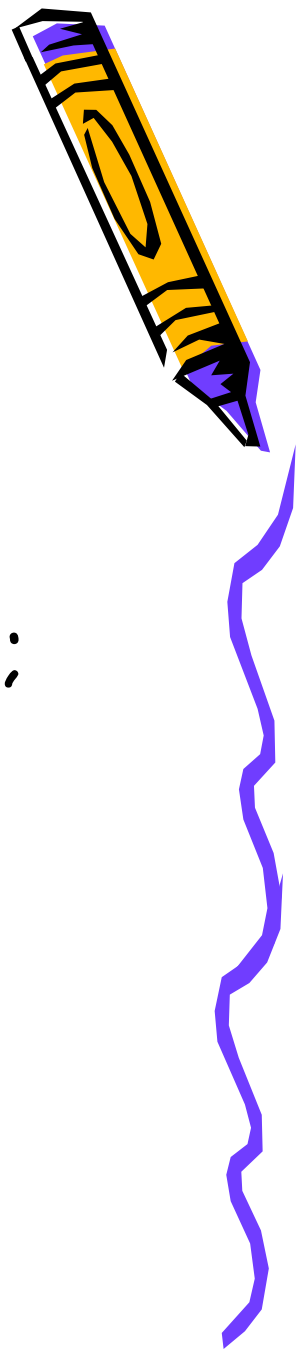


La casita de campo estaba rodeada de muchos arboles frondosos los cuales le deban una sombra *exquisita*. La pareja de enamorados, sentados en el balcon, escuchaban el riachuelo que atraviesa el *terreno*. Pajaros de todos *colores* y tamaños, llenaban la *atmosfera* de canticos placenteros.





# Models of Integrated Approaches: LEA



- The beauty of the LEA is that it builds on the linguistic, social, and cultural strengths of the students;
- it captures in print a common experience the students have had employing language.

